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### ePortfolio for Physical Education Teacher Education in Kinesiology

Hosung So

California State University - San Bernardino, [hosungso@csusb.edu](mailto:hosungso@csusb.edu)

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**College of Natural Sciences  
Department of Kinesiology**

**KINE473 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION**

■ **GENERAL INFORMATION**

<b>Course Prefix &amp; Number:</b>	KINE 473
<b>Course Title:</b>	Instructional Strategies in Physical Education
<b>Credit:</b>	4 credit hours
<b>Class Location and Meeting</b>	<b>CE 104 &amp; T/TR 10:00-11:50 AM</b>
<b>Instructor(s):</b>	Dr. Hosung So, Professor
<b>Office:</b>	HPE202, 537-7234, E-mail: hosungso@csusb.edu
<b>Office Hours:</b>	Tuesdays & Thursdays 9:30-10:00 & 2:00-3:00 or by appointment
<b>Homepage:</b>	<a href="http://cns.csusb.edu/kinesiology">http://cns.csusb.edu/kinesiology</a>

■ **COURSE DESCRIPTION**

This course is designed to prepare future physical educators with skills to translate goals and objectives in the teaching-learning process into effective teaching behaviors. Four hours lecture and school-based teaching practices; formerly KINE355 and PE355; will be KINE4730 from 2020 AY (Quarter to Semester).

■ **STUDENT LEARNING OUTCOMES (SLOs) & COURSE OBJECTIVES**

At the completion of this course, each student should be able to:

1. Explain the main features of effective teaching and how it promotes student learning.
2. Describe what research reveals as the typical physical education class from a teacher and student perspective and to compare this evidence to what is known about effective teaching
3. Explain teaching as work and the dual-directional influence between teachers and their students.
4. Distinguish among managerial, instructional, and student-social task systems
5. Observe a physical education class and accurately assess the degree to which a preventive management system is in place and how effective it is.
6. Develop a comprehensive, proactive discipline strategy for a particular developmental level of students that incorporates a specific effort to develop personal and social responsibility.
7. Produce a curriculum outline that reflects the suggested planning principles and is based on both the NASPE and California framework.
8. Describe what a physical education program would look like using each of the five main-theme physical education curriculum models and develop a coherent multi-model curriculum based on his/her perspective of the goods of physical education.
9. Design authentic and meaningful assessment measures to demonstrate student progress toward and achievement of intended learning outcomes.
10. Design appropriate learning progressions and instructional tasks to achieve learning outcomes using a skill approach and a tactical awareness of games approach.
11. Demonstrate effective instructional strategies in physical education.
12. Articulate the need for and value of physical education based on historical foundations and current health and physical education guidelines and data (NASPE Initial Teacher Standards Outcome 1.4).
13. Plan and deliver a lesson that maximizes activity time (>50%) for all students (NASPE Initial Teacher Standards Outcome 3.4).
14. Demonstrate the use of tasks (whole class, teaching by invitation, intratask variation) to accommodate diverse student needs (NASPE Initial Teacher Standards Outcome 3.5).
15. Clearly present information using appropriate demonstrations and cues (NASPE Initial Teacher Standards Outcome 4.2).
16. Communicate effectively verbally and with teacher and student demonstrations (clear, short, and thorough) (NASPE Initial Teacher Standards Outcome 4.1).
17. Plan and apply a progression of learning tasks that can accommodate diverse student needs (task, challenges, cues) (NASPE Initial Teacher Standards Outcome 3.6).

## ■ REQUIRED TEXTBOOK & COURSE PACKET

Graham, G., Elliott, E., & Palmer, S. (2016). *Teaching children and adolescents physical education* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

## ■ ADDITIONAL READINGS/TEXTS

1. SHAPE America (2014). National standards & grade-level outcomes for K-12 physical education. Reston, VA: SHAPE. (136 pages published in 2014)
2. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf> (46 pages posted in 2013)
3. Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve (2005) <https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>
4. Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve (2009) <https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf>
5. California Department of Education: Physical Education at <https://www.cde.ca.gov/pd/ca/pe/>
6. EDJOIN.org at <https://www.edjoin.org/Home/Index>

## ■ ATTENDANCE POLICY

Your attendance is **imperative**. It is understood that sometimes a student must miss a class for a legitimate reason. Each time this occurs, the student is encouraged to get the notes and handouts from a classmate. **There are NO excused absences. All absences, including medical, university-related, family-related, personal, or otherwise, count equally against the attendance record of the student.** Any extenuating circumstances will be evaluated by the instructor on a case-by-case basis. Attendance will be taken at the start of each class period. If you arrive late, be sure to notify the instructor before you leave so you are not marked absent.

Students are expected to attend the class periods of the course for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation. The following scale will be used:

<ul style="list-style-type: none"> <li>• Two (2) “absences” are permitted. (Medical, funeral, jury duty, CSUSB Athletic games)</li> <li>• One “tardy and/or lateness” = 0.5 absence (being late, leave early, doing homework for other classes)</li> <li>• One “early departure” = 0.5 absence</li> </ul>	Attendance is taken at 10:00 am. A student will be considered late once attendance has been taken. Leaving class early without permission will be considered “early departure”. A 30-min late = one absence.
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Third absences: 100 points deduction from your final scores earned by the end of this quarter.  
 Fourth absences: 150 points deduction from your final scores earned by the end of this quarter.  
 Fifth absences: 200 points deduction from your final scores earned by the end of this quarter.  
 Sixth absences: Failing/F Grade

## ■ STUDENT EVALUATION PROCEDURES

*The students' grades will be determined according to the following criteria:*

**No “I” (Incomplete) grade will be given in this class. No exceptions. Exams must be taken on their scheduled dates. If you have a conflict with a scheduled exam date, arrangements to reschedule must be made with the instructor prior to the exam. Rescheduling of exams will only occur in rare instances. Assignments are due at the beginning of class on the due date. If you are not able to attend a class when an assignment is due, you must make arrangements to submit your work prior to your absence. With the exception of in-class assignments, all submitted work must be typed, double-spaced. Hand written work will not be accepted. If an assignment is more than 1 page long, it must be stapled. Written assignments that are late will result in the lowering of grade: No assignments will be accepted after 4 days from the given due date.**

One day late: One grade lowered (i.e., A becomes a B)  
 Two-day late: Two grades lowered (i.e., A becomes a C)  
 Three-day late: Three grades lowered (i.e., A becomes a D)

- **GRADING** (Grades will be based on accumulated point total percentages with total points allocated in the following manner):

Procedure	Point	Percentage
Exams (2)	600	60%
Teaching/Class Observation Journal Log (1)	150	15%
ePortfolio (1) and Presentation (1)	200	20%
Online Assignments (2)	50	5%
<b>Total Points</b>	<b>1000 points</b>	<b>100%</b>

■ **COURSE EVALUATION PROCEDURES**

<b>Two (2) Examinations</b>	<b>Points</b>
Exam I.....	300
Exam II.....	300
<b>Teaching / Class Observation Log (100 points for Paperwork + 50 points for Presentation)</b>	
Teaching/Observational Log.....	100
Technology Integration (Final Project & Presentation) Powerpoint Presentation* .....	50
<b>ePortfolio (170) &amp; Presentation (30).....</b>	<b>200</b>
<b>Two Online Assignments.....</b>	<b>50</b>
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<b>Total Points</b>	<b>1,000</b>

**CLASS CREDITS:** One full class participation/attendance = 3 points (not being late and leave early).

**EXTRA CREDITS:** There will be 4 extra credit activities by the end of this quarter (Each activity= 10 points).

■ **GRADING SCALE ACCORDING TO PERCENTAGE (%) OF POINTS EARNED**

89.4 - 87.5	B+	100.0 - 93.5	A	93.4 - 89.5	A-
79.4 - 77.5	C+	87.4 - 83.5	B	83.4 - 79.5	B-
69.4 - 67.5	D+	77.4 - 73.5	C	73.4 - 69.5	C-
59.4 - Below	F	67.4 - 63.5	D	63.4 - 59.5	D-

■ **HELPFUL HINTS TO GRADE SUCCESS**

1. Read over the headings and highlighted portions of the required readings. Reflect on the focus of the unit. Make a note of all information still unfamiliar on the study guides and bring to class prepared to ask questions prior to the discussion.
2. Show up and actively participate in all class activities. Motivate and encourage yourself for learning.
3. Try to be an active learner. Attendance is essential for success.
4. Feel free to ask questions during class. Office hours are another time for you to get “one-on-one” instruction (recommended). This will be my opportunity to present information tailored to your needs and background. You may also meet with me in small groups.

■ **INSTRUCTIONAL METHODS**

A variety of instructional methods will be used in this course. Included among them are lecture, class discussion, content application activities, pedagogical teaching behavioral practices, and peer teaching. Audio-visual materials will be used extensively to supplement the lecture format. Field-based behavioral data collection and analysis methods will be implemented in order to provide the students with a profile of teaching behaviors and student behaviors.

## ■ INSTRUCTIONAL TECHNOLOGY - COMPUTERS AND THE INTERNET

During this course you will find that your ability to use the Internet, Window XP, Microsoft Office, and Web-Based learning experiences will help you in both the lecture and the practice sessions. Below is an introductory list of PE-related websites. It is not meant to be all-inclusive, only a starting point for your web surfing.

### PE Lesson Plans

<http://pecentral.com> (Lesson ideas and lesson plans, evaluation and assessment examples)

<http://www.pecentral.org/adapted/adaptedmenu.html>

<http://schools.eastnet.ecu.edu/pitt/ayden/physed8.htm>

<http://www.execpc.com/~pkrajah>

## ■ ACADEMIC HONESTY

It is expected that students will complete their work independently or cooperatively according to the specifications of the learning task. When appropriate, students will be expected to properly reference the writings and ideas of others. Instances of cheating, plagiarism or other forms of dishonesty that are discovered by the instructor will result in at least a failing grade on the assignment for all those involved. More severe cases may be subject to a failing grade in the course (see California State University, San Bernardino Bulletin of Courses).

**Americans with Disabilities Act (ADA) (Accessibility) Statement:** It is the policy of California State University, San Bernardino to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909) 537-5238.

**California State University, San Bernardino Diversity Statement:** California State University, San Bernardino (CSUSB) seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community.

**University Policies on Course Withdrawal, Cheating and Plagiarism:** Cheating and Plagiarism will not be tolerated and will result in failing grade for the assignment/exam. See Academic Regulations and Procedures in the University Bulletin of Courses for the University policies on course withdrawal, cheating, and plagiarism.

### **Department of Kinesiology: Professional Standards & Expectations of Students**

The Kinesiology Department at California State University, San Bernardino strives for optimal student success during their academic programs and in prospective jobs and/or post-graduate degree programs. We as a department have high ethical and professional standards that help promote an environment where all individuals have the opportunity to succeed academically, professionally, and personally. We expect these standards to be followed on campus and in the classroom and at any external events or schools where you are representing CSUSB's Kinesiology Department. Some of these standards include: accountability of attending class on time and coming prepared, having respect for your peer and instructors, taking responsibility for your actions or lack of actions, practicing academic integrity, communicating appropriately via email in a professional manner (i.e., address professors correctly, identify what class you are in, use professional language), and strive to improve verbal professional communication with peers and instructors. More specific standards and expectations can be found on the Kinesiology Department website,

<http://cns.csusb.edu/kinesiology>

## ■ TENTATIVE CLASS SCHEDULE *(This may be altered at the discretion of the instructor)*

WEEK	TUESDAY	THURSDAY
1	1/7 Class Orientation, Course Syllabus Blackboard introduction	1/9 Faculty/Guest Presentation <a href="https://sites.google.com/a/rrobergs.net/my-exercise-physiology/home/csu-sb">https://sites.google.com/a/rrobergs.net/my-exercise-physiology/home/csu-sb</a>
2	1/14 Chapter 1: Successful Teaching	1/16 Chapter 2: Creating a positive learning environment
3	1/21 Chapter 3: Long-term Planning <b>ePortfolio Guidelines</b>	1/23 Chapter 4: Writing the lesson plan <b>ePortfolio Guidelines</b>
4	1/28 Chapter 5: Teaching from the lesson plan <b>ePortfolio Guidelines</b>	1/30 Chapter 6: Getting the lesson started Class observation log Parts I & II Guidelines <b>ePortfolio Guidelines</b>
5	2/4 Chapter 7: Instructing and Demonstrating	2/6 Chapters 1-7 Exam 1 Review
6	2/11 <b>Exam I</b> (Chapters 1-7): 300 points (30%)	2/13 Field-Based Teaching Observation ( <b>Day #1</b> ) <b>On-Line Assignment #1 Due</b> (by 11:59 AM)
7	2/18 Field-Based Teaching Observation ( <b>Day #2</b> )	2/20 Field-Based Teaching Observation ( <b>Day #3</b> ) <b>On-Line Assignment #2 Due</b> (by 11:59 AM)
8	2/25 Chapter 8: Motivating students to practice Chapter 9: Providing feedback	2/27 Chapter 10: Minimizing off-task behavior and discipline problems Chapter 11: Building critical thinking skills
9	3/3 Chapter 12: Building positive feelings Chapter 13: Assessing and reporting student progress	3/5 Chapters 8-13 Exam 2 Review I
10	3/10 Final Project Presentations (PPT) ePortfolio Presentations 1-11 10 minutes each  <i><b>Class observation log part I &amp; II due</b></i> <i><b>Field experience work evaluation due</b></i> <i><b>Lesson plan and assessment due</b></i> <i><b>Reflection paper due</b></i>	3/12 Final Project Presentations (PPT) ePortfolio Presentations 12-23 10 minutes each  Exam 2 Review II
11	3/17 Final Exam Week	3/19 <b>10:00-11:50 Exam II</b> (300 points, 30%)